California Department of Education 4/1/19 Attachment 2

American Indian Education Center: Tobacco-Use Prevention Education Program

# SCORING RUBRIC TEMPLATE

## Overall Program Summary

**(1 part x 3 points for a total of 3 points available)**

Describe the proposed program, including how it will be administered. This summary should address all component areas. Please include pertinent information about previously funded competitive Tobacco-Use Prevention Education (TUPE).

| Outstanding3 points | Adequate2 points | Limited1 point | Inadequate0 points |
| --- | --- | --- | --- |
| Summary provides a **comprehensive** overview of the proposed program and a very clear description of the evaluation data, trends, and results (including program services and student outcomes) demonstrating progress toward achievement of goals and objectives. | Summary provides an **adequate** overview of the proposed program and an adequate description of the evaluation data, trends, and results (including program services and student outcomes) demonstrating progress toward achievement of goals and objectives. | Summary provides a **limited** overview of the proposed program and a vague description of the evaluation data, trends, and results (including program services and student outcomes) demonstrating progress toward achievement of goals and objectives. | The summary **is missing** or the agency **did not** sufficiently address how it uses data to demonstrate progress toward achievement of goals and objectives. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Overall Program Summary**

Total Points:

*[Enter points]*

out of 3

## Comprehensive Needs Assessment

**(1 part x 3 points for a total of 3 points available)**

Describe the process and objective data sources used to establish a need for the proposed program. Data should be comprised of national (i.e., National American Indian prevalence data), regional (e.g., district California Healthy Kids Survey [CHKS] results), and local (i.e., American Indian Education Center [AIEC] survey measuring program need and tobacco use prevalence). Address the nature and extent of the problems and existing intervention and prevention efforts. Describe the student populations to be served by the proposed program.

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| The Comprehensive Needs Assessment provides a very **comprehensive** analysis of data from various sources and very clearly defines extent and nature of student tobacco problems. Discussions will include: | The Comprehensive Needs Assessment provides an **adequate** analysis of data from various sources and clearly defines extent and nature of student tobacco problems. Discussions will include: | The Comprehensive Needs Assessment provides a **limited** analysis of data and defines extent and nature of student tobacco problems, including: | The Comprehensive Needs Assessment **does not** provide an analysis of data nor does it define extent and nature of student tobacco problems. |

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| * A comprehensive description of the data sources used. Data is composed of all of the following: national (e.g., National American Indian prevalence data), regional (CHKS downloadable at <http://www.wested.org/project/california-healthy-kids-survey-chks/>), and local (i.e., AIEC survey measuring need and tobacco use prevalence). | * An adequate description of the data sources used. Data is composed of all of the following: national (e.g., National American Indian prevalence data), regional (CHKS downloadable at <http://www.wested.org/project/california-healthy-kids-survey-chks/>), and local (i.e., AIEC survey measuring need and tobacco use prevalence). | * A limited description of the data sources used. Little or no summary of the findings. Data does not represent national, regional, or local sources. * A limited assessment of objective data regarding the incidence of tobacco use in the American Indian communities to be served, does not include an analysis of current data for and consequences of tobacco use. * A limited description of the student population to be served by the proposed program. * There is limited information on existing tobacco program efforts and activities in the community. | N/A |

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| * A thorough assessment of objective data regarding the incidence of tobacco use in the American Indian communities to be served, including an objective analysis of current data for and consequences of tobacco use. This information should be used to establish high-priority targets for the program and will be based on ongoing local assessment or evaluation activities. * A clear and comprehensive description of the student population to be served by the proposed program. * There is comprehensive and clear information on all existing tobacco program efforts and activities in the community. | * An adequate assessment of objective data regarding the incidence of tobacco use in the American Indian communities to be served, including an objective analysis of current data for and consequences of tobacco use. This information should be used to establish high-priority targets for the program and will be based on ongoing local assessment or evaluation activities. * An adequate description of the student population to be served by the proposed program. * There is adequate information on all existing tobacco program efforts and activities in the community. | * A limited description of how the project will be coordinated with community antismoking efforts, including those of local chapters of volunteer organizations, such as the CRIHB—Tobacco Programs, other AIEC–TUPE—funded programs, the American Cancer Society, the American Lung Association, the American Heart Association, and Americans for Nonsmokers’ Rights. The description did not include a discussion of how the program will be coordinated with other agencies, including health departments, lead agencies, and the DHS, Tobacco Control Section. | N/A |
| * Comprehensive description of how the project will be coordinated with community antismoking efforts, including those of local chapters of volunteer organizations, such as the California Rural Indian Health Board (CRIHB)—Tobacco Programs, other AIEC–TUPE—funded programs, the American Cancer Society, the American Lung Association, the American Heart Association, and Americans for Nonsmokers’ Rights. There is evidence of coordination with local programs funded by health departments, lead agencies, and the Department of Health Services (DHS), Tobacco Control Section. | * Adequate description of how the project will be coordinated with community antismoking efforts, including those of local chapters of volunteer organizations, such as the California Rural Indian Health Board (CRIHB)—Tobacco Programs, other AIEC–TUPE—funded programs, the American Cancer Society, the American Lung Association, the American Heart Association, and Americans for Nonsmokers’ Rights. Description includes adequate evidence of coordination with local programs funded by health departments, lead agencies, and the Department of Health Services (DHS), Tobacco Control Section. | N/A | N/A |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Comprehensive Needs Assessment**

Total Points:

*[Enter points]*

out of 3

## Parent, School, and Community Involvement

**(1 part x 3 points for a total of 3 points available)**

Parent, school, and community involvement is an essential part of any successful program. Proposed program must describe collaboration with community-based organizations, including the CIRHB, county health departments, and the California Department of Public Health (CDPH), Tobacco Control Section grant recipients. Successful programs will certainly attach Memorandums of Understanding with collaborating agencies in an appendix.

Narrative should describe:

* How students, parents, and elders will be involved in the program development and implementation; and
* What mechanism there will be for ongoing input and feedback from AIEC staff, other program staff, students, parents, elders, and other community members?

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| Involvement of the AIEC and community stakeholders in planning, design, and future implementation of program in application is **exemplary** and will very clearly enhance program effectiveness. | Involvement of the AIEC and community stakeholders in planning, design, and future implementation of program in application has **adequate** potential for enhancing program effectiveness. | Involvement of the AIEC and community stakeholders in planning, design, and future implementation of program has **limited** potential for enhancing program effectiveness. | There is **no** evidence of AIEC and community stakeholders in planning, design, and future implementation. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Parent, School, and Community Involvement**

Total Points:

*[Enter points]*

out of 3

## Overall Program Goals and Measurable Objectives

**(3 parts x 3 points for each part for a total of 9 points available)**

Please list at least two measurable objectives, include both program implementation (e.g., number of hours of instruction and number of students receiving instruction) AND student outcome objectives (e.g., percentage decrease in number of students who smoke) for each of the three target groups: (1) General Population; (2) Most At Risk; and (3) Current Users.

### **Overall Program Goals and Measurable Objectives Part 1 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| There is **comprehensive** evidence that the objectives were prepared with the assistance of a local advisory council composed of parents and community representatives. | There is **adequate** evidence that the objectives were prepared with the assistance of a local advisory council composed of parents and community representatives. | There is **limited** evidence that the objectives were prepared with the assistance of a local advisory council composed of parents and community representatives. | There is **no** evidence that the objectives were prepared with the assistance of a local advisory council composed of parents and community representatives. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Overall Program Goals and Measurable Objectives Part 1**

Total Points:

*[Enter points]*

out of 3

### **Overall Program Goals and Measurable Objectives Part 2 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| The objectives include **all** of the following elements:   * Baseline information regarding present behaviors and attitudes of students. * Priority needs and strengths based on behaviors and attitudes identified in the assessment. * Desired measurable changes in behaviors and attitudes. * Amount of time to be allowed for the desired changes. | The objectives include **most** of the following elements:   * Baseline information regarding present behaviors and attitudes of students. * Priority needs and strengths based on behaviors and attitudes identified in the assessment. * Desired measurable changes in behaviors and attitudes. * Amount of time to be allowed for the desired changes. | The objectives include **few** of the following elements:   * Baseline information regarding present behaviors and attitudes of students. * Priority needs and strengths based on behaviors and attitudes identified in the assessment. * Desired measurable changes in behaviors and attitudes. * Amount of time to be allowed for the desired changes. | The objectives **do not** include any of the following elements:   * Baseline information regarding present behaviors and attitudes of students. * Priority needs and strengths based on behaviors and attitudes identified in the assessment. * Desired measurable changes in behaviors and attitudes. * Amount of time to be allowed for the desired changes. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Overall Program Goals and Measurable Objectives Part 2**

Total Points:

*[Enter points]*

out of 3

### **Overall Program Goals and Measurable Objectives Part 3 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| **All** of the objectives are outcome oriented and incorporate the SMART objectives format.   * **Specific**—Be precise about what you are going to achieve. * **Measurable**—Quantify your objectives. * **Achievable**—Are you attempting too much? * **Realistic**—Do you have the resources to make the objective happen? * **Timed**—State when you will achieve the objective. | **Most** of the objectives are outcome oriented and incorporate the SMART objectives format.   * **Specific**—Be precise about what you are going to achieve. * **Measurable**—Quantify your objectives. * **Achievable**—Are you attempting too much? * **Realistic**—Do you have the resources to make the objective happen? * **Timed**—State when you will achieve the objective. | **Some** of objectives are outcome oriented and follow the SMART objectives format.   * **Specific**—Be precise about what you are going to achieve. * **Measurable**—Quantify your objectives. * **Achievable**—Are you attempting too much? * **Realistic**—Do you have the resources to make the objective happen? * **Timed**—State when you will achieve the objective. | The objectives **do not** follow the SMART objectives format. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Overall Program Goals and Measurable Objectives Part 3**

Total Points:

*[Enter points]*

out of 3

Overall Program Goals and Measurable Objectives Part 1 Total Points:

*[Enter points]*

out of 3

Overall Program Goals and Measurable Objectives Part 2 Total Points:

*[Enter points]*

out of 3

Overall Program Goals and Measurable Objectives Part 3 Total Points:

*[Enter points]*

out of 3

Overall Program Goals and Measurable Objectives Total Points:

*[Enter points]*

out of 9

## Program Description, Including Strategies and Rationale

**(1 part x 3 points for a total of 3 points available)**

Discuss the program strategies for each target group: (1) General Population; (2) Most At Risk; and (3) Current Users. Please include program or materials, description of content, description of delivery methods, evidence of effectiveness, justification for content and delivery choices, number of students to be served, and means of student identification. For all curriculum proposed include the following:

* The title, year of publication, and publisher of the program or materials to be used.
* Describe how the proposed curriculum meets the identified need of the student population to be served.

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| The rational for choosing a specific curriculum for each targeted population has been **thoroughly** discussed. There is a **comprehensive** discussion on how the strategies proposed for each target group will fully meet the needs identified in the Comprehensive Needs Assessment and are fully linked to and will very **clearly** contribute to the successful achievement of the program measurable objectives for each targeted population. | The rational for choosing a specific curriculum for each targeted population has been **adequately** discussed. There is **some** discussion on how the strategies proposed for each target group will meet the needs identified in the Comprehensive Needs Assessment and are linked to and **may** contribute to the successful achievement of the program measurable objectives for each targeted population. | The discussion on the rational for choosing a specific curriculum for each targeted population is **limited**. There is **limited** discussion on how the strategies proposed for each target group will meet the needs identified in the Comprehensive Needs Assessment and it is **not** linked to and it is **not** clear how it will contribute to the successful achievement of the program measurable objectives for each targeted population. | The rational for choosing a specific curriculum for each targeted population is **not** discussed. There is **no** discussion on how the strategies proposed for each target group will meet the needs identified in the Comprehensive Needs Assessment. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Program Description, Including Strategies and Rationale**

Total Points:

*[Enter points]*

out of 3

## Personnel

**(1 part x 3 points for a total of 3 points available)**

Provide names (when possible) of all key staff personnel involved in implementing the program and specific program responsibilities.

* Identify key personnel involved in implementing the program. Include job description and resume for each position.
* Describe program responsibilities for key personnel.
* Indicate the amount of time each key staff person will spend implementing the program in full-time equivalent.

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| All key staff at the AIEC are **thoroughly** identified and have exemplary skills and training to successfully carry out assigned responsibilities and are allocated sufficient time to carry out all tasks. | All key staff at the AIEC are **adequately** identified, have the necessary skills and training to successfully carry out assigned responsibilities, and are allocated sufficient time to carry out all tasks. | All key staff at the AIEC are identified but do not have the necessary skills and training to successfully carry out assigned responsibilities and/or are not allocated sufficient time to carry out all tasks. | All key staff at the AIEC are **not** identified. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Personnel**

Total Points:

*[Enter points]*

out of 3

## Budget

**(4 parts x 3 points for each part for a total of 12 points available)**

The Program Budget must clearly indicate Direct and Administrative/Indirect Services on all required forms. The Direct Services must make up 75 percent or more of the budget and the Administrative/Indirect Services (the indirect rate is a maximum of 7 percent) must be held at 25 percent. The Program Budget must be clearly tied to program activities. Expenditure line item and Object Codes used in the budget proposal and subsequent expenditure reports should be consistent with the Standardized Account Code Structure. The budget documents must be arranged in the following order: Budget Summary (Attachment 4), Budget Detail, (Attachment 5), and Budget Narrative (Attachment 6).

### **Budget Part 1 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| The applicant has **successfully** completed and submitted the Budget Summary and the Budget Detail.  The Budget Detail provides sufficient details broken down by Direct and Administrative/Indirect Services, by hour, by month, or by days, as applicable. Each expenditure has a formula indicating how the total was derived. All of the expenses shown in the Budget Detail appear on the Budget Narrative. | The applicant has completed and submitted, but with **corrections needed**, the Budget Summary and the Budget Detail.  Most of the Budget Detail is broken down by Direct and Administrative/Indirect Services, by hour, by month, or by days, as applicable. Each expenditure has a formula indicating how the total was derived. All of the expenses shown in the Budget Detail appear on the Budget Narrative. | The applicant has completed and submitted, but requires **major corrections** to, the Budget Summary and the Budget Detail.  There lacks sufficient details broken down by Direct and Administrative/Indirect Services, by hour, by month, or by days, as applicable. Each expenditure has a formula indicating how the total was derived. Most of the expenses shown in the Budget Detail appear on the Budget Narrative. | The applicant has **not** submitted the Budget Summary and the Budget Detail. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Budget Part 1**

Total Points:

*[Enter points]*

out of 3

### **Budget Part 2 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| The applicant has **correctly** completed and submitted the Budget Narrative. The Budget Narrative has sufficient detail to allow the reader to **fully** understand how funds will be spent and **completely** understand how each expenditure relates to the comprehensive plan. The discussion includes a **clear** delineation of each line item as either Direct Services or Administrative/Indirect Services and maintains the required 75 percent Direct Services and 25 percent Administrative/Indirect. If the budget of the AIEC Program only partially supports the proposed activities, necessary staff, and objectives, then the Budget Narrative must **fully** describe the supplemental funding source in all instances. The explanation includes: | The applicant has completed and submitted the Budget Narrative. The Budget Narrative has **some** sufficient detail that allows the reader to understand how funds will be spent and has an **adequate** description of how each expenditure relates to the comprehensive plan. The discussion includes a delineation of each line item as either Direct Services or Administrative/Indirect Services and maintains the required 75 percent Direct Services and 25 percent Administrative/Indirect Services. If the budget of the AIEC only partially supports the proposed activities, necessary staff, and objectives, the Budget Narrative indicates the supplemental funding source in all instances. The explanation includes: | The applicant has completed and submitted the Budget Narrative. The Budget Narrative has **limited** detail to allow the reader to understand how funds will be spent and has a **limited** description of how each expenditure relates to the comprehensive plan. The discussion **does not** include a delineation of each line item as either Direct Services or Administrative/Indirect Services and maintains the required 75 percent Direct Services and 25 percent Administrative/Indirect Services and fails to maintain the required 75 percent Direct Services and 25 percent Administrative/Indirect Services. | The applicant has **not** completed and submitted the Budget Narrative. |

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| * A discussion of all personnel, including the full-time equivalent (FTE), amount of time and percentage spent on Direct and Administrative/Indirect Service functions, number of days or percent of time working at the AIEC, and duties/services to be performed. Partial salary expenses indicate the percentage of salary costs charged to the AIEC Program. It is **clear** that staff are funded out of the respective budget contingent on the services performed. * A staff service log has been submitted with the application and clearly shows how each employee who is designated as Direct and Administrative/Indirect Services will track their time. | * A discussion of all personnel, including the full-time equivalent (FTE), amount of time and percentage spent on Direct and Administrative/Indirect Service functions, number of days or percent of time working at the AIEC, and duties/services to be performed. Partial salary expenses indicate the percentage of salary costs charged to the AIEC Program. It is **not clear** that staff are funded out of the respective budget contingent on the services performed. * A staff service log has been submitted with the application and shows how each employee who is designated as Direct and Administrative/Indirect Service will track their time. | If the budget of the AIEC only partially supports the proposed activities, necessary staff, and objectives, the Budget Narrative **does not** indicate the supplemental funding source in all instances. The explanation includes:   * A discussion of personnel that is **incomplete** and lacks any discussion of how each proposed staff member is tied to the proposed program. * A staff service log has **not** been submitted with the application or if submitted **does not** adequately show how each employee who is designated as Direct and Administrative/Indirect Services will track their time. | N/A |

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| * Expenses for books and supplies are detailed and **clearly** relate to the proposed program and the amount and percentage spent on Direct and Administrative/Indirect Service functions is clearly delineated. * Operating expenses are detailed and **clearly** relate to the proposed program and the amount and percentage spent on Direct and Administrative/Indirect Service functions is clearly delineated.   Services to be performed by outside consultants are explained in detail and **clearly** relate to the proposed program. | * Expenses for books and supplies are detailed **but do not clearly** relate to the proposed program and the amount and percentage spent on Direct and Administrative/Indirect Service functions is **not clearly** delineated. * Operating expenses are detailed **but do not clearly** relate to the proposed program and the amount and percentage spent on Direct and Administrative/Indirect Service functions is **not clearly** delineated.   Services to be performed by outside consultants are explained in detail **but do not** **clearly** relate to the proposed program. | * Expenses for books and supplies are **not** detailed and **do not** relate to the proposed program and the amount and percentage spent on Direct and Administrative/Indirect Service functions is **not clearly** delineated. * Operating expenses are **not** detailed and **do not** relate to the proposed program and the amount and percentage spent on Direct and Administrative/Indirect Service functions is **not clearly** delineated.   Services to be performed by outside consultants are **not** explained in detail and **do not** relate to the proposed program. | The applicant has **not** completed and submitted the Budget Narrative. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Budget Part 2**

Total Points:

*[Enter points]*

out of 3

### **Budget Part 3 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| All expenditures are properly classified. The budget **clearly describes** how the required 25 percent Administrative/Indirect and 75 Direct Service ratio has been met. | Most of the expenditures are properly classified. The budget **attempts to describe** how the required 25 percent Administrative/Indirect and 75 Direct Service ratio will be met. | Some of the expenditures are properly classified. The budget **does not clearly describe** how the required 25 percent Administrative/Indirect and 75 Direct Service ratio will be met. | The expenditures **are not** properly classified. **No** description of how the required 25 percent Administrative/Indirect and 75 Direct Service ratio will be met. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Budget Part 3**

Total Points:

*[Enter points]*

out of 3

### **Budget Part 4 (3 points available)**

| Outstanding **3 points** | **Adequate**  **2 points** | **Limited**  **1 points** | **Inadequate**  **0 points** |
| --- | --- | --- | --- |
| The budget **is aligned** to program activities and **clearly** indicates that the agency has sufficient resources to ensure a successful program. | The budget **is tied** to program activities and provides sufficient details to demonstrate that the agency has sufficient resources to ensure a successful program. | The budget **is tied** to program activities but it is **evident** that the agency has not given thought to the resources needed to ensure a successful program. | The budget **is not tied** to program activities and it is **evident** that the agency has not given thought to the resources needed to ensure a successful program. |

### **Reviewer Comments**

*[Enter reviewer comments]*

### **Budget Part 4**

Total Points:

*[Enter points]*

out of 3

Budget Part 1 Total Points:

*[Enter points]*

out of 3

Budget Part 2 Total Points:

*[Enter points]*

out of 3

Budget Part 3 Total Points:

*[Enter points]*

out of 3

Budget Part 4 Total Points:

*[Enter points]*

out of 3

Budget Total Points:

*[Enter points]*

out of 12